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ABSTRACT

The Federally Assisted Staff Training project is designed for teachers in the inner-city schools. Over 15,000 teachers and other staff members of the Detroit public school system have participated in this in-service program since April 1966. The program covers eight phases: in-service consultant-leadership training, teacher behavior improvement workshops, workshops in microteaching, Title I staff training in simulated and problem-solving situations, black studies and materials development workshops, staff training for selected Title I components, goal setting in the classroom with the individual or small groups, and preschool in-service training. Evaluation findings indicate that the workshops were successful. (Recommendations for the improvement of successive programs are included.) (ERB)

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EVALUATION OF THE FEDERALLY ASSISTED STAFF TRAINING (FAST) PROJECT

Background of the Project

Over 15,000[1] teachers and other staff members of the Detroit Public Schools have participated in the in-service education programs made possible through the Federally Assisted Staff Training (FAST) Project since its inception in April of 1966. The participants were teachers in inner-city schools who were provided with such in-service experiences as local school workshops, regional or constellation workshops, individual action studies, and visits to other school systems.

The project was funded under Title I of the Elementary and Secondary Education Act and has provided over $2,000,000 during the past five years to supplement the regular in-service training programs of the Detroit Board of Education. The bulk of the expenditures came during the first year, since there were severe cutbacks in funds during the past four years. A breakdown of the number of participants and the expenditures in the FAST Project is shown in Table 1.

Table 1

Number of Participants in FAST Projects and Amount of Expenditure for the Projects Each Year

School Year	Number of Participants	Amount of Expenditures	Average Expenditures Per Participant
1966-67	6,226	$1,272,347	$204.00
1967-68	3,692	233,000	63.00
1968-69	3,380	140,143	41.00
1969-70	693	48,855	47.00
1970-71	600[2]	107,000	148.00
1971-72	728[2]	311,374	441.00
1966-72	15,319	$2,112,619	$157.00

[1] Many teachers and administrators participated in more than one workshop.

[2] These numbers include 678 participants who participated in six one-day workshops for dissemination of information which are not detailed in the report. All of them were found to be successful in meeting their objectives.

The FAST Project has been administered by Dr. Cecil Good of the Continuing Education Department of the Detroit Board of Education, along with all other in-service education activities. The FAST programs have been aimed at increasing the effectiveness of teaching inner-city youth of all grade levels. Most programs were instituted during the school year and they were carried out after school hours or on Saturday, but many in-service activities were held during the summer as well.

Rationale of the Project

In recent years the arrestment of the decline in performance scores of the Detroit school children has been a most heartening development. Sliding scores have been converted into a slowly rising curve. There are of course many reasons for this development. Innovative curriculum practices, concentrated efforts on the academics, and greater cooperation between the schools and the home have all been factors. Not the least of these factors has been a wide-spread interest in the continuing education of those people intricately involved in the educational process.

The need for quality staff development programs for instructional improvement appears to be self-evident and hardly requires extensive documentation. Preservice preparation, however well designed, can only equip a teacher or administrator with the basic tools of his trade. The preparation of teachers is a continuous process beginning at some point in the college experience of the student and extending throughout his professional career. No teacher is a finished product in the sense that his professional development has been completed. New knowledge, new teaching procedures and new generations of pupils all make in-service education essential and underline the accuracy of the need for "continuing education."

The primary objective of the FAST programs for the 1971-72 academic year was to improve the classroom learning environment in the participating Title I schools by focusing on the classroom teacher as the target of its staff development activities. An educational system such as Detroit's, is a complex organization with many valuables all of which effect the learning of the children. Among the many factors influencing this learning process, the single most controllable factor in the learning of children, is the teacher. By devising strategies and procedures for relating content, material, and events, and in their relationship with learners, the teachers have great influence in establishing the kind of climate that will ultimately exist in a learning situation.

The primary responsibility of the classroom teacher is to guide the learning activities of children. As he helps children to learn in the classroom situation, the teacher, as the leader, interacts with the children both as individuals and as a group. In the process of this interaction he influences the children, sometimes intentionally with planned behavior, sometimes consciously without planning, but often without awareness of his behavior and the effects of his behavior on the learning process. The teacher then is continually exerting influence on the children and on the learning situation. But how much knowledge does he have about the methods of influence he is using? How much does he know about how children perceive his behavior? And how much control is he able to exert over his behavior in the classroom?

In working with Title I classroom teachers to raise the learning levels of Title I students, the 1971-72 Project FAST program has been developed with the idea of expanding teachers' ability to direct their own improvement efforts. The defining concept of the program is self-renewal; the focus is on the ability of the participants to learn and continually use processes of identification, analysis and improvement on problems of teaching and learning. A critical point in Priorities for the Seventies is the call for self-renewing individuals. The report says, "The chief technique for achieving self-renewal will be to link in-service education with specific problem solving in the school. In this age of change it is commonly agreed that all personnel need continuing opportunities for updating, developing, and adding to their knowledge and skills."

Participants in the 1971-72 Project FAST program were trained to examine and analyze their teaching behavior and the impact their behavior has on learning. Also, participants received training in the use of teaching strategies that help to develop children's thinking from the lowest level (memory) to the highest level (evaluation). It is anticipated that teachers who develop positive attitudes toward self-analysis and who learn various methods of analyzing their teaching, as well as ways to build improvement programs, will continue to improve their teaching over a long period of time.

In carrying out this objective, the 1971-72 Project FAST program was based on the following operational principles:

1. Staff development activities will be oriented to Title I teachers and other Title I personnel as opposed to the total school system.

2. The project will include wherever possible a tie to this year's teacher behavior improvement program and will build the skills to a higher sophistication.

3. The project will include a reflection of the current educational interest in involving outside agencies to assist us in solving our problems.

4. The project will include wherever possible a multiplier process in which those who receive training will be in a position to effectively assist others gain the same experience.

5. Participants will be involved in the identification and articulation of their own training needs.

Eligbile Schools

The eligible schools for the staff development activities were those schools with Title I reduced class size primary units which are not in the Model Neighborhood.

General Objectives of the FAST Program

1. to improve the quality of instruction in participating Title I schools,

2. to assist Title I staff members to become self-renewing individuals,

3. to develop new curricular approaches to the teaching of children in Title I schools, and

4. to train a group of Title I teachers and administrators who in turn will have an effect on other teachers in the schools with Title I Projects.

To accomplish these objectives, several approaches were utilized:

1. In-Service Consultant Leadership Training

   In each of the participating schools, one staff member (the principal, the assistant principal, the curricular leader, or the staff coordinator, and a group of teachers) will be selected to participate in training which will focus on training school-based in-service leaders and consultants. This training will include behavior analysis skills such as interaction analysis, student feedback, and the use of video-tape recorders. The participants will also learn some improvement strategies such as writing behavioral objectives and micro-teaching. The participating schools in this phase will be those schools which did not receive this training in the 1970-71 Project FAST program.

2. Teacher Behavior Improvement Workshops

   Eligible teachers in the above Title I schools will receive the same training focusing on developing techniques of improving their role in the classroom. The leaders trained in the Consultant-Leadership Training Workshops will act as consultants while continuing their own training.

3. Workshops in Micro-Teaching

   Those eligible schools that received training in the 1970-71 Project FAST workshops will move more deeply into the area of micro-teaching. This involvement will include specific training in an inquiry method in both the affective and cognitive domains by making use of the "Effective Questioning Mini-Course" from the Far West Laboratory.

   This is a programmed project that takes a teacher step-by-step through training in asking open-ended questions. This project will lift the training in micro-teaching from a mechanical to a more sophisticated level.

4. Administrative Training in Simulated Problem Situations

In each of the participating schools, administrators, teachers, and paraprofessionals will be selected to participate in a series of workshops in simulated and role playing problems in inner-city school administration and teaching. The workshops will be built on the SRA Classroom Simulation Kit, the University Council for Educational Administration Principalship Simulation Kit, the Instructional Development Institute Program, and the Research Utilizing Problem Solving Program.

5. Black Studies and Materials Development Workshop

The eligible Title I personnel will participate in a workshop to design and produce innovative curriculum materials for Black Studies.

6. Staff Training for Selected Title I Components

The various Title I components in the Detroit Public Schools will be encouraged to design with the assistance of Project FAST in-service activities for their Title I personnel.

7. Goal Setting in the Classroom: An Individual or Small Group Approach

The eligible schools will design their own behavior improvement workshops for their eligible Title I teachers.

8. Pre-School In-Service Training

This program will provide in-service training to pre-school teachers, aids, and kindergarten teachers throughout the school year. The training will be focused on facilitating the use of new educational materials.

PHASE ONE

IN-SERVICE CONSULTANT-LEADERSHIP TRAINING

Part I - Administrators
Part II - Teachers

PHASE ONE

In-Service Consultant-Leadership Training

Part I - Administrators
Part II - Teachers

Purpose

In each of the eligible schools one staff member who is directly involved in a Title I activity will be invited to participate in an eight-week In-Service Consultant-Leadership Training Program. The participants will receive intensive training in acquiring those skills that will enable them to utilize some of the latest techniques of observing and analyzing teacher behavior. Participants will receive training in the utilization of the following techniques; verbal interaction, coding systems, video-taping, student feedback, and audio-taping. Also, the participants will receive training in writing behavioral objectives and in working with people in individual and group situations which involves a knowledge of interpersonal and group dynamics.

After the completion of this training program, each of the participants will be expected to demonstrate proficiency in the following feedback and analysis techniques:

1. interaction analysis
2. student feedback
3. audio and video-taping
4. micro-teaching
5. behavioral objectives

In addition, each of the participants will demonstrate skills in teaching the above techniques to a Title I teacher in this building.

Part I

Administrator's In-Service Leadership Training Workshop

Procedures Used to Measure Attainment of Objectives

The In-Service Leadership Training Workshop ended in December, 1971. It was decided that it would not be possible for many months to obtain data relative to the improvement of administrators, teachers and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information and feelings toward workshop content. The instruments were administered to administrators who were present at the conclusion of their workshop training. The analysis and findings were based on this instrument.

Analysis and Findings of the Administrator's In-Service Leadership Training Workshop

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

Personal Information

There were 17 administrators who participated in this workshop. They are as follows according to their position:

1. Staff Coordinator (1)
2. Assistant Principal (4)
3. Principal (12)

The average number of years at their position was 3.7 and it ranged from one-half to ten.

Workshop Content

The instrument was administered to all of the participants (17) at the conclusion of their training session.

The evaluation of the overall value of the workshop was accorded "good" by one (6%) participant, and "excellent" by 16 (94%) of the participants. One hundred percent of the participants stated that they tried something new in their school which was suggested in the workshop. The following are some of their comments:

> "Very interested in interaction analysis and micro-teaching. Want to see teachers take a look at what they are doing, how they are doing it and evaluate their success in achieving their goals."
>
> "Try to encourage my teachers and practice myself in becoming more indirect. I will also look at teachers in a new way in their interaction with kids."
>
> "Encourage self-instructional analysis. After obtaining equipment would implement use of micro-teaching techniques."

One hundred percent of the participants stated that they implemented ideas gained in the workshop. The following are some of their comments:

"I have been working with staff towards classroom in-service self-renewal projects. This will give me another precise tool to work toward that end."

"Different source references for choosing new or different strategies in the classroom."

"Self-renewal and methods of introspection."

The participants were asked, "What was the main value of the workshop?" Most of the participants indicated that "self-improvement" was the main value. The following are some of their comments:

"Meeting with other administrators and listening to their thoughts and ideas. Given me an insight into this program of self-improvement and an overview of the whole program."

"I restored lost faith in workshops. Having 19 years teaching and administrative experience I wish to go on record that this has been the most valuable and most interesting workshop I have ever experienced."

"Most helpful in improving my knowledge of interaction analysis as a technique of improving classroom management."

"It gave me an insight as to how my teachers can become more effective with their children by self-renewal instruction."

The participants were asked to state what additional offerings could have been added to the workshop to increase its value to them. Most of the participants indicated that more time was needed to develop proficiency in the various skills.

Finally, the participants were asked to indicate the strengths and weaknesses, and to give suggestions for improving the workshop procedures. The following are some of their comments:

Strengths

"Knowledge and enthusiasm of consultants."

"Group participation....Good planning.... Informative...."

"Meaningful....Interesting....Helped me look at teachers and teaching techniques in a new light...."

"The careful planning by the director and the excellent presentation by the consultants."

"Extremely well organized."

There was only one main weakness stated by most of the participants:

Weakness

"Not enough time to implement all activities."

Summary

The data from the questionnaire which was given to the administrators reveal the following:

1. Average number of years at their position was 3.7.
2. The overall value of the workshop was rated "good" by one (6%) participant and "excellent" by 16 (94%) participants.
3. One hundred percent tried and/or implemented ideas gained in the workshop.
4. Most of the participants considered "self-improvement" as the main value of the workshop.
5. Most of the participants indicated that more time was needed for the workshop.
6. The main strengths were extremely well organized and excellent consultants.
7. "Not enough time" was stated as the main weakness by all of the participants who responded to that question.

Part II

Teacher's In-Service Leadership Training Workshop

Procedures Used to Measure Attainment of Objectives

The In-Service Leadership Training Workshop ended in April, 1972. It was decided that it would not be possible for many months to obtain data relative to the improvement of teachers and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, an interview instrument was developed for the purpose of obtaining from the participants personal information, feelings toward workshop content and workshop procedures.

The interview was administered to teachers who were present at the conclusion of their workshop training. The analysis and findings were based on these interviews.

Analysis and Findings of the Teacher's In-Service Leadership Training Workshop

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

Personal Information

There were 30 teachers who participated in this workshop. The average number of years at their position was 5.6 and it ranged from one to 15. The average number of teachers in their schools was 24.5 and it ranged from 12 to 30.

Workshop Content

There were 22 teachers who participated in the interview at the conclusion of their training.

Twenty-two (100%) of the participants rated the overall value of the workshop as "good" or "excellent."

All of the participants indicated that they tried and/or implemented skills and ideas in their school which were gained in the workshop.

They indicated the consultants were excellent. They were organized and well prepared.

Many of the participants stated that in future workshops should be more intensive training in how to handle problems in their own schools. i.e., how to work with the administration or how to motivate teachers to participate who really need the in-service training.

All of the participants felt that the objectives of the workshop were met and it was a worthwhile training.

Finally, they indicated that they felt confident and they were ready to go back to their schools and become trainers of others.

Summary

The data from the interview which was given to the teachers reveal the following:

1. Average number of years at their position was 5.6.

2. Average number of teachers in their school was 24.5.

3. The overall value of the workshop was rated "good" or "excellent" by 22 (100%) of the participants.

4. One hundred percent tried and/or implemented ideas and skills gained in the workshop.

5. Many of the participants indicated that more intensive training was needed on how to handle problems.

6. All of the participants indicated that they could serve as trainers.

PHASE TWO

TEACHER BEHAVIOR IMPROVEMENT WORKSHOPS

PHASE TWO

Teacher Behavior Improvement Workshops

Purpose

Teachers in each of the eligible schools will be involved in staff development activities aimed at developing techniques which will enable them to improve their teaching behavior in the classroom. Research has indicated that changes in teacher behavior can create improvement in academic learning, self-concepts, creativity and other areas of learning. However, in order for these learnings to take place;

1. the teacher must want to examine his own behaviors and their impact on student learning,

2. he must have the opportunity to carry out self-examination and obtain knowledge of techniques for doing so,

3. he will have to identify and/or clarify and specify what he wants to accomplish (goals) with students,

4. he needs time and knowledge of skills necessary for self-evaluation based on self-examination and identification of goals, and

5. he needs time and assistance in developing new behavior which will lead to improved attainment of goals, and, from time to time, in developing new goals.

Based on these factors, the in-service leaders trained in the Leadership Training Workshops will have the responsibility of assisting in these in-service education programs involving Title I teachers in examining and analyzing their behavior in relation to student learning. These workshops will focus on helping participating teachers to acquire those skills that will enable them to gain insight into their teacher behavior. Specifically, participants will be trained to analyze their teaching behavior by using the following techniques:

1. interaction analysis
2. student feedback
3. audio and video-taping
4. micro-teaching
5. behavioral objectives

Ultimately, the aim is for teachers to develop the willingness and ability to analyze and implement strategies to improve their classroom teaching behavior which will result in improved levels of student achievement.

Winter Teacher Behavior Improvement Workshop

Procedures Used to Measure Attainment of Objectives

The Teacher Behavior Improvement Workshop ended March, 1972. Consequently, it would not be possible for many months to obtain data relative to the improvement of administrators, teachers and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information, feelings toward workshop content and workshop procedures. A pre- and post-check list was used with all the participants.

The instruments were administered to teachers who were present at the conclusion of their workshop training. Another instrument was administered to 20 of the participants in June, 1972 as post-evaluation. The analysis and findings were based on these instruments.

Analysis and Findings of the Winter Teacher Behavior Improvement Workshop

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

Pre-Workshop/Post-Workshop Check List

In the process of conceptualizing the Teacher Behavior Improvement Workshop, it was determined that individualizing the experience for each participant was desirable. A pre-workshop check list which could be useful in identifying the level of entry competence for each participant was constructed. The check list, built with a seven-point scale, included a series of skills and areas of knowledge identified as part of the Teacher Behavior Improvement Workshop.

The instrument was filled out on the first day of the workshop as each participant perceived his competencies. During the final session, 37 of the participants were again asked to indicate the then present level of competence on the same check list as used at the beginning of the workshop session. As a result, it was measured the amount of change as perceived by the participant which had taken place during the session. Table 2 is a tabulation of the total pre-test score for each participant, total change for each participant, total post-test score for each participant, and the group mean for the beginning, change, and total score. A t-test of significance was applied to the difference between the mean of the pre- and post-check list results. The difference was significant at .01 level. Table 3 describes the change for each item on the check list as an arithmetic avarage of the responses and lists the skills in numerical order from most significant change

to least significant change. Table 3 reveals that most dramatic change as seen by the participants took place in overt skills (e.g., I.A. coding, building and interpreting an I.A. matrix, use of feedback system, and critique of micro-teaching).

In summary, the data from the pre-workshop/post-workshop check list reveal the following:

1. There was a statistically significant change for the workshop participants.

2. The most dramatic change, as perceived by the participants, took place in the area of overt skills.

3. The small group sessions were generally more successful in producing change as perceived by the participants than the large group session.

Table 2

Total Change for Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

Pre-test	Post-test	Change
22	58	36[1]
23	52	29
13	58	45
16	66	50
15	45	30
22	42	20
13	60	47
13	53	40
18	52	34
19	65	46
17	52	35
17	53	36
31	68	37
20	55	35
12	53	41
12	57	45
13	44	31
16	63	47
13	59	46

[1]Mean group change is based on a seven-point scale.

Table 2 (Cont'd)

Total Change for Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

	Pre-test	Post-test	Change
	11	59	48
	19	58	39
	16	70	54
	15	39	24
	11	51	40
	20	61	41
	23	56	33
	10	39	29
	11	67	56
	15	68	53
	11	47	36
	16	47	31
	15	51	36
	10	52	42
	15	56	41
	26	70	44
	35	70	35
	17	59	42
Total	621	2075	1454
	$\bar{X}$ = 16.78	$\bar{X}$ = 56.08	$\bar{X}$ = 39.3

$t = 22.98$
$df = 36$
$p = < .001$

Table 3

Arithmetic Average of the Responses and the Skills in Numerical Order of Significance

Numerical Order	Skills	Mean Group Change
1	Building an I.A. matrix (Interaction Analysis)	4.7
2	Coding with Flanders I.A. (Interaction Analysis)	4.7
3	Interpreting an I.A. matrix (Interaction Analysis)	4.5
4	Gathering student feedback for evaluating teaching behavior	4.2
5	Use of feedback systems for evaluating teaching behavior	4.1
6	Critique of micro-teaching	3.9
7	Conducting micro-teaching	3.7
8	Video-tape equipment	3.6
9	Knowledge of research on teacher effectiveness	3.5
10	Building behavioral objectives	1.7

Personal Information

There were 47 of the 75 participants who completed the instrument at the last session of the workshop. The average number of teaching experience was 7.6 and it ranged from one to 22. The average number of teachers in their school was 25.5 and it ranged from 15 to 32. The average number of schools they have taught was 2.6 and it ranged from one to four.

Workshop Content

The evaluation of the overall value of the workshop was accorded "good" or "excellent" by 47 (100%) of the participants. Forty-seven (100%) of the participants stated that they have tried new ideas in their school which were suggested in the workshop. The following is a summary of the ideas and/or skills used by the teachers:

Gathering and using student feedback for evaluating teaching behavior (23)

Coding, building and interpreting matrix (Interaction Analysis) (20)

Conducting micro-teaching (18)

Video-taping lessons for various purposes (10)

Behavior objectives (6)

Forty-six (98%) of the participants stated that they implemented some ideas gained in the workshop. The following is a summary:

Gathering and using student feedback for evaluating teaching behavior (16)

Conducting micro-teaching (16)

Coding, building and interpreting matrix (Interaction Analysis) (14)

Improve teaching skills (12)

Building behavioral objectives (10)

The following are a few direct quotes:

"Looking at myself through interaction analysis and trying to make myself a more indirect teacher in some aspects rather than being direct most of the time."

"I am more aware of what I am doing as a teacher (what I say, types of questions I ask) and try to do less talking and try to praise my students more."

The participants were asked what aspects of the program did they plan to utilize in the ensuing school year with little or no difficulty. The following is a summary of all the participants who responded (100%):

Coding, building and interpreting an I.A. matrix (Interaction Analysis) (23)

Micro-teaching (14)

Student feedback and analysis (17)

Behavioral objectives (13)

Video-taping (8)

To the next question, the participants were asked to state what problems did they anticipate in using what they have learned. Seventy-two percent of the participants responded as follows:

Lack of equipment and materials (11)
Lack of time (8)
Dealing with co-workers (7)
Need help for coding (7)
Micro-teaching (5)
Student feedback (3)

The participants were asked to indicate what aspects of the program did they feel were of most value. The comments of all the participants (100%) are as follows:

Coding, building and interpreting I.A. matrix (Interaction Analysis) (26)

Micro-teaching (19)

Student feedbakc and evaluation (15)

Behavioral objectives (10)

Evaluation of my behavior (6)

Self-renewal (6)

Video-taping (5)

The participants were asked to state the aspects of the program did they feel were of questionable value or of no value. The following is a summary of their comments (32%):

Coding accuracy check (5)

PMR's[1] (4)
Setting up video-tape equipment (4)
Behavioral objectives (3)

The participants were asked to state, if they were planning the next training program, what activities would they spend more time or less time on. The following is the summary of their responses (89%) indicating more time:

Coding, building and interpreting I.A. matrix (Interaction Analysis) (27)

Taxonomy of behavioral objectives (15)

Micro-Teaching (13)

Student feedback (7)

Video-tape (6)

Problem solving (4)

The following summary indicates that less time should be spent on the following skills (24%):

Behavioral objectives (6)
Accuracy check on coding (3)
PMR's (2)

The participants were asked to state when the consultants were most effective and least effective. The following summary indicates when the consultants were most effective (90%):

Introduced new ideas and skills (15)
Individual help (14)
Worked in small groups (10)
Introduced and critique mivro-teaching (5)

The following summary indicates when the consultants were least effective (30%):

Accuracy check (7)
Behavioral objectives (5)
Pressed for time (2)

The following is a summary of their comments:

"Perfect....Reasonable....prefer after school sessions to Saturdays....Initial weekend workshop well timed....Would liked another weekend....Planned effectively....Scheduled reasonably."

---

[1]Post Meeting Reaction Forms.

Workshop Procedures

For purposes of data analysis, the rating categories were dichotomized so that "not at all" and "very little" representing negative ratings, whereas ratings of "some" and "much" depicted positive ratings. The participants gave positive ratings to all the facets of the procedures as indicated after each facet:

a. Had clearly defined objectives. (100%)

b. Provided adequate time to achieve its objectives. (100%)

c. Allowed adequate opportunity for participation by its members. (100%)

d. Selected appropriate participants who could benefit from and implement workshop ideas. (97%)

e. Provided effective leadership. (100%)

f. Selected appropriate and effective consultants. (100%)

The following is a summary of their comments:

> "More workshops should be set up of this type. Personal growth and interaction with other teachers were excellent."
>
> "Good idea to concentrate learning in a weekend workshop."
>
> "Pleasant environment, cordial consultants, and working conditions were conducive to the attainment of the goals of the workshop."
>
> "Interesting and I was involved, not just an observer. I left with a wealth of knowledge and a desire to work miracles in the improvement of my teaching."

Finally, the participants were asked to indicate the strengths and weaknesses, and to give suggestions for improving the workshop procedures. The following is a summary of the participants' responses (83%).

Strengths

Well organized consultants (10)

Teacher awareness of his role (9)

New experiences and new techniques (8)

The participants (8)

Very comfortable atmoshpere--weekend workshop (5)

Coverage of behavioral objectives, coding, micro-teaching, student feedback (4)

Goals and objectives well defined (3)

Weaknesses

The only weakness stated by most of the participants was "not enough time to master certain skills in the workshop."

Suggestions for Improvement

Provide more time for coding and micro-teaching (6)
Conduct workshops during the summer months (5)
More small group work (4)
Use better quality of training tapes for coding (2)

Summary

The data from the teachers' questionnaire reveal the following:

1. The average number of years at their positions was 7.6.
2. The average number of teachers in their schools was 25.2.
3. The average number of schools taught was 2.6.
4. The overall value of the workshop was rated "good" or "excellent" by 98 (100%) of the participants.
5. One hundred percent of the participants tried new ideas which were suggested by the workshop.
6. Ninety-eight percent of the participants implemented ideas gained in the workshop.
7. One hundred percent of the participants indicated that they would use practically all the aspects of the workshop. Coding, building and interpreting I.A. matrix, and student feedback and micro-teaching were the most commonly mentioned by the participants.
8. Lack of equipment and time dealing with co-workers need help for coding main problems indicated by 70 percent of the participants.
9. One hundred percent indicated that Interaction Analysis, student feedback and evaluation, behavioral objectives, and micro-teaching were of most value.
10. Micro-teaching, behavioral objectives and Interaction Analysis were the three areas that 89 percent of the participants would have liked to spend more time on.

11. The leaders of the workshop were found most effective when they gave individual help and introduced new ideas (68%), and least effective in accuracy check computations.

12. The length and schedule of the workshop were found as "good" or "very good" as they were indicated by 45 percent of the participants.

13. The participants gave positive ratings (100%) to the workshop procedures.

14. The main strengths of the workshop were well organized consultants and the development of teacher awareness of his role.

15. "Not enough time" was stated as the main weakness by most of the respondents.

Post-Evaluation of the Teacher Behavior Improvement Workshop

This instrument was administered to 20 participants in June, 1972.

The participants were asked to rate the overall value of the winter workshop for their instructional purposes. Ninety percent of the respondents rated it "good" or "excellent." The following are some of their comments:

> "I became familiar with materials I never used, and actually got an idea as how to improve my teaching behavior. It also helped me change my attitudes about my teaching behavior because I had begun to think that I needed no help. What an awakening I got."
>
> "Introduced me to some of the recent approaches to classroom management and instruction which gave me some concrete realistic help."
>
> "This workshop was very valuable to me and gave me many insights to my teaching methods.
>
> "The intensive training was an excellent start not only for immediate information but for interaction with others interested in the same problems."
>
> "The workshop has provided a non-threatening means of looking at my teaching. As a result, I have been able to alter somewhat my instructional techniques hopefully for the benefit of my students."

The participants were also asked to rate the overall value of the winter workshop for their students. Eighty-five percent rated it "good" or "excellent." The following are some of their comments:

> "My students have benefitted because I have changed my methodology."

"My efforts at changing and modifying my behavior have had positive effects."

"It made their teacher more sensitive to pupil needs and feelings. It also introduced her to techniques for analyzing the problems of the classroom and for more effectively meeting those needs."

"I am utilizing strategies gained in the workshop in my everyday teaching."

The participants were asked to indicate what aspects of the program did they feel were of most value. The comments of all the participants (100%) are as follows:

Coding, building and interpreting I.A. matrix (Interaction Analysis) (16)

Student feedback and evaluation (15)

Micro-teaching (9)

Video-taping (5)

The participants were asked to indicate what aspects of the program were they using in their classrooms. The following is a summary of all the participants (100%):

Coding, building and interpreting an I.A. matrix (Interaction Analysis) (11)

Student feedback and analysis (11)

Behavioral objectives (5)

Micro-teaching (4)

The participants were asked to indicate if they noticed any change in their pupils' behavior which they can attribute to their training. Fifty-five percent of the participants who responded indicated that there was a change in their students' behavior. The following:

"I learned how to elicit more student responses and do less talking. My awareness of my behavior to pupil behavior caused me to develop new techniques in working out problems--which led to better classroom management."

"Their progress has increased as a result of my improving behavior."

"Their behavior has changed as a result of changing my behavior."

"More receptive to open-ended questions."

"More interest and interaction between teacher and students."

"The interaction between myself and my students has been improved."

"Better identification of the individual child with his peer group and the teacher. Also, substantial improvement of post-test readiness indication and performance between 1-28-72 and 5-11-72."

The participants were asked to cite an example(es) of how their training in this program have had a direct impact on student learning in their instructional situation. Fifty percent of the participants responded. Their comments are as follows:

"The discussions are most student oriented and less teacher."

"Children are more verbal."

"Improved non-verbal behavior and has achieved better relations with the pupils."

"More interest in responding correctly."

"My students are more orally responsive."

"More student direction--and use of praise and acknowledgement of feelings."

The participants were asked to indicate what aspects of the Teacher Behavior Improvement Program were they planning to utilize in the ensuing school year 1972-73. All of the participants (100%) responded. The following is a summary:

Interaction Analysis (12)
Student feedback (9)
Behavioral objectives (7)
Audio and video-taping (6)
Micro-teaching (4)

The participants were asked to compare this training with other in-service training experiences. Fifty-five percent of them described it as "super good," "the very best," or "terrific." The following are some of their comments:

"It comes right down to what I feel is needed and what I have sought for in many previous workshops."

"It has been more practical and had more direct application in my classroom."

"It has been much more beneficial than previous workshops I have attended--the reason the involvement with the tasks we were to learn and perform."

"More rewarding than anything I have experienced so far. It provided opportunities for interaction and direct action."

Finally, the participants were asked to indicate if they would recommend this program to their best friend in teaching. All of the participants (100%) responded "Yes."

In conclusion for comments, two participants responded as follows:

"I hope FAST will continue. These workshops have helped me so much in so many ways. It's been invaluable to me."

"In the future, I hope Project FAST will accept during the summer teachers both employed and unemployed."

Summary

The data from the teachers' post-evaluation questionnaire reveal the following:

1. The overall value of the workshop for their instructional purposes was rated "good" or "excellent" by 90 percent of the participants.

2. The overall value of the workshop for their students was rated "good" or "excellent" by 85 percent of the participants.

3. One hundred percent of the participants indicated that all aspects of the program were of most value.

4. One hundred percent of the participants indicated that they were using all of the aspects of the program in their classrooms.

5. Fifty-five percent of the participants who responded indicated that there was a change in their pupils' behavior as a result of their training.

6. Fifty percent of the participants cited examples of direct impact on student learning as a result of their training.

7. One hundred percent of the participants indicated that they would use all aspects of their training in the ensuing year 1972-73.

8. Fifty-five percent of the participants compared their training with other in-service described it as "super good" or "the very best."

9. One hundred percent indicated that they would recommend this program to their best friend in teaching.

Analysis and Findings of the Summer Teacher Behavior Improvement Workshop

The procedures used to measure the attainment of objectives of the summer workshops were similar to the ones used to evaluate the winter workshop with the exception that there was no post-evaluation of the summer workshops.

Pre-Workshop/Post-Workshop Check List

A pre-workshop check list which could be useful in identifying the level of entry competence for each participant was constructed. The check list, built with a seven-point scale, included a series of skills and areas of knowledge identified as part of the Teacher Behavior Improvement Program.

The instrument was filled out on the first meeting of the workshop as each participant perceived his competencies. During the final session, all the participants, who were present and had filled out the check list at the first session, were again asked to indicate the then present level of competence on the same check list. As a result, it was measured the amount of change as perceived by the participant which had taken place during the session. There were four workshops held during the summer. In Tables 4, 5, and 6, is a tabulation of the total pre-test score for each participant, total change for each participant, total post-test score for each participant, and the group mean for the beginning, change and total score. A t-test of the difference in the group mean shows that all four workshops are statistically significant beyond the .01 level. Tables 7, 8, and 9 describe the change for each item on the check list as an arithmetic average of the responses and list the skills in numerical order from most significant change to least significant change. Tables 7, 8, and 9 reveal that the most dramatic change, as seen by the participants, took place in overt skills (e.g., coding, building, interpreting an I.A. matrix, conducting and critique micro-teaching).

Table 4

Total Change of Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

Pre-test	Post-test	Change
11	39	28
12	55	43
12	54	42
12	54	42
12	42	30
15	56	41
19	66	47
13	50	37
18	56	38
16	54	38
36	47	11
36	51	15
27	60	33
15	50	35
27	63	36
21	58	37
12	39	27
36	61	25
20	59	39
14	59	45
15	55	40
21	54	42
17	48	31
Total 437	1230	802
$\bar{X}$ = 19.0	$\bar{X}$ = 53.5	$\bar{X}$ = 34.9

$t = 15.0$
$df = 22$
$p = < .001$

Table 5

Total Change of Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

Pre-test	Post-test	Change
16	60	44
28	65	37
17	59	42
31	58	27
20	63	43
17	54	37
21	68	47
15	64	49
10	53	43
20	64	44
15	67	52
13	39	26
26	68	42
17	58	41
20	62	42
14	62	48
20	63	43
36	65	29
28	65	37
19	59	40
13	53	40
16	57	41
16	63	47
23	37	14
14	65	51
14	61	47
26	59	23
Total 525	1611	1076
$\bar{X}$ = 19.4	$\bar{X}$ = 59.7	$\bar{X}$ = 36.1

t = 21.0
df = 26
p = < .001

Table 6

Total Change of Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

Pre-test	Post-test	Change
37	46	9
20	45	25
10	50	40
25	63	38
10	50	40
36	53	17
10	64	54
12	51	39
11	51	40
43	65	22
10	46	36
21	47	26
25	49	24
25	65	40
42	64	22
25	50	25
10	24	14
16	57	41
14	56	42
12	27	15
16	48	32
14	57	43
15	49	34
45	61	16
19	51	32
25	61	36
36	64	28
44	51	7
21	61	40
Total 649	1526	877
$\bar{X}$ = 22.4	$\bar{X}$ = 52.6	$\bar{X}$ = 30.2

$t = 10.4$
$df = 28$
$p < .001$

Table 7

Arithmetic Average of the Responses and the Skills in Numerical Order of Significance

Numerical Order	Skills	Mean Group Change
2	Coding with Flanders I.A. (Interaction Analysis)	4.3
3	Building an I.A. matrix (Interaction Analysis)	4.1
4	Interpreting an I.A. matrix (Interaction Analysis)	4.0
8	Conducting micro-teaching	3.9
9	Critique of micro-teaching	3.8
5	Gathering student feedback for evaluating teaching behavior	3.7
10	Knowledge of research on teacher effectiveness	3.4
1	Use of feedback systems for evaluating teaching behavior	3.0
7	Video-tape equipment	2.7
6	Building behavioral objective	2.1

Table 8

Arithmetic Average of the Responses and the Skills in Numerical Order of Significance

Numerical Order	Skills	Mean Group Change
3	Building an I.A. matrix (Interaction Analysis)	5.1
2	Coding with Flanders I.A. (Interaction Analysis)	5.0
4	Interpreting an I.A. matrix (Interaction Analysis)	4.7
1	Use of feedback systems for evaluating teaching behavior	4.6
9	Critique of micro-teaching	4.4
8	Conducting micro-teaching	3.8
5	Gathering student feedback for evaluating teaching behavior	3.5
10	Knowledge of research on teacher effectiveness	3.3
7	Video-tape equipment	2.8
6	Building behavioral objectives	1.5

Table 9

Arithmetic Average of the Responses and the Skills in Numerical Order of Significance

Numerical Order	Skills	Mean Group Change
3	Building an I.A. matrix (Interaction Analysis)	3.8
2	Coding with Flanders I.A. (Interaction Analysis)	3.6
4	Interpreting an I.A. matrix (Interaction Analysis)	3.6
5	Gathering student feedback for evaluating teaching behavior	3.2
8	Conducting micro-teaching	3.2
9	Critique of micro-teaching	3.1
1	Use of feedback systems for evaluating teaching behavior	3.1
10	Knowledge of research on teacher effectiveness	2.9
7	Video-tape equipment	2.3
6	Building behavioral objectives	1.5

Personal Information

There were 80 of the 100 participants who completed the instrument at the last session of the workshop. The average number of teaching experience was 8.1 and it ranged from two to 40. The average number of teachers in their school was 28.2 and it ranged from 14 to 45.

Workshop Content

The evaluation of the overall value of the workshop for their instructional purposes was accorded "good" or "excellent" by 79 (99%) of the participants. The following is a summary of their comments:

Self-evaluation and reneval (30)
Provided many effective teaching skills (27)
Became more effective teacher (22)
Effective learning experiences (12)
The most beneficial workshop ever attended (7)

Seventy-nine (99%) of the participants rated the overall value of the workshop for their students as "good" or "excellent." The following is a summary:

Made me realize the effect of my behavior upon the learning of my students. (10)

More interaction with students. (8)

Methods of teaching have been improved. (15)

Students will benefit from organized behavioral objectives. (5)

Micro-teaching experience was beneficial. (9)

The training received made me more sensitive to the needs and the feelings of my students. (13)

My students will benefit directly from my learning experience. (19)

The participants were asked to indicate what aspects of the program did they feel were of most value. The comments of all the participants (100%) are as follows:

Coding, building and interpreting matrix (Interaction Analysis) (50)

Micro-teaching (35)

Gathering and using student feedback for evaluating teaching behavior (47)

Writing behavioral objectives (30)

Ninety-five percent of the participants who responded stated that they used the following aspects of the program in their classroom:

Using behavioral objectives (37)

Conducting micro-teaching (20)

Video-taping (15)

Gathering and using student feedback for evaluating teaching behavior (40)

Coding, building and interpreting I.A. matrix (Interaction Analysis) (35)

The participants were asked to state if they noticed any change in their pupils' behavior which they can attribute to this program. Seventy-eight (97%) of the participants responded. Sixty (78%) of the participants indicated that there has been a change in their pupils' behavior. Eighteen (22%) of the participants indicated that there was not enough time for any change.

The participants were asked to cite examples of how their training could have a direct impact on student learning in their instructional situation. The following is a representative sample of their comments:

"More student interaction and interest"

"More two-day communication with more student initiated responses."

"Students are more willing to contribute and participate in the discussion."

"Implementing behavioral objectives"

The following are a few direct quotes:

"When a student responds to a question or situation, I can listen, I can accept, I can understand. He can tell me more developing his own language and his own perception."

"My students became more relaxed in the classroom because I didn't try to over stimulate them into learning concepts which they did not show readiness to learn."

"My methods of accepting student feelings and ideas, by praising students, being less direct this will produce more student participation and a more pleasant learning climate."

The participants were asked to indicate if they had any suggestions for improving precourse orientation procedures to acquaint them with the Program Training.

Fifty (63%) of the participants indicated that there was no need to improve pre-course orientation. The following are some of the suggestions indicated by the other participants:

> A written outline of the content to be covered during the course could have been presented during the orientation procedures. (20)
>
> The consultants (coders) should have explained to the teachers what they were doing in their classrooms the first visit. (5)
>
> A workshop prior to the start of the program to acquaint the participants with the contents of the program and the expectations of the participants. (5)

The participants were asked if they encountered any unusual problems in using what they have learned. Sixty-seven (84%) of the participants indicated that they didn't encounter any unusual problems. The following is a summary of the ones who did:

> Video-tape equipment (4)
> Interpretation of the matrix (3)
> Student feedback from preschoolers (6)

The participants were asked to indicate what aspects of the Teacher Behavior Improvement Program did they plan to utilize in the ensuing year 1972-73. Eighty (100%) of the participants responded. Most of the participants indicated that they will be using all of the aspects. The others will concentrate on the ones that they feel there is a greater need.

In the following question, the participants were asked to compare their workshop experience with other in-service workshops they have had. Ninety percent of the respondents rated it very highly, e.g., "the best," "excellent," "superior." The following comments is a summary:

> "I learned more than any other workshop...It offered more... Stimulating and interesting...Much more organized...More professional...More meaningful...We were involved in the learning process...It has made me more introspective of my teaching behavior...Has given me knowledge that I can use in my classroom..."

In another question, the participants were asked if they would recommend this Program to their best friend in teaching. Seventy-nine (99%) of the respondents indicated "Yes." Only one responded "No."

The respondents all indicated that most of the teachers in the school need this kind of training.

In the final question of the workshop content, the participants were asked to indicate any comments or criticisms. Twenty (25%) of the respondents indicated some comments and criticisms. The following is a summary:

Workshop was excellent (5)
Workshop should be offered during the regular school year (4)
College credit should have been offered instead of pay (7)
Consultants were excellent (3)
More time is needed (4)
Follow-up workshop in the fall is needed (3)

Workshop Procedures

For purposes of data analysis, the rating categories were dichotomized so that "not at all" and "very little" represeingig negative ratings, whereas ratings of "some" and "much" depicted positive ratings. The participants gave positive ratings to all the facets of the procedures as indicated after each facet:

a. Had clearly defined objectives. (98%)

b. Provided adequate time to achieve its objectives. (90%)

c. Allowed adequate opportunity for participation by its members. (99%)

d. Selected appropriate participants who could benefit from and implement workshop ideas. (90%)

e. Provided effective leadership. (99%)

f. Selected appropriate and effective consultants. (98%)

Finally, the participants were asked to indicate the strengths and weaknesses, and to give suggestions for improving the workshop procedures. The following is a summary of the participants' responses:

Strengths

New materials and new techniques (20)

Group participations (15)

Coverage of behavioral objectives, coding, micro-teaching, student feedback (10)

Well organized consultants (35)

Air conditioned schools (5)

Goals and objectives well defined (15)

Weaknesses

Time allowed was too short (40)
Too much clinic time (15)
P.M.R.'s (maybe once a week) (2)

Suggestions for Improvement

Provide more time for the workshop (12)

More micro-teaching situations (5)

Limit to one school (3)

Conduct workshops during regular school year (15)

More in-depth study in some areas, e.g., behavioral objectives and micro-teaching (3)

Summary

The data from the teachers' questionnaire reveal the following:

1. Average number of years at their position was 8.1.
2. Average number of teachers in their school was 28.2.
3. The overall value of the workshop for their instructional purposes was rated "good" or "excellent" by 79 (99%) of the participants.
4. The overall value of the workhop for their students was rated "good" or "excellent" by 79 (99%) of the participants.
5. One hundred percent of the participants indicated either all or a combination of many aspects considered them valuable.
6. Ninety-five percent of the participants stated that they are using most of the aspects of their training.
7. Seventy-eight of the participants indicated that there has been some change in their students' behavior, and many of them cited examples.
8. Seventy-nine (99%) of the participants indicated that they would recommend this program to their best friend in teaching.
9. Ninety-six percent of the participants gave positive ratings to the workshop procedures.
10. The main strengths of the workshop were well organized consultants and the development of new materials and new techniques.
11. "Not enough time" was stated as the main weakness by the respondents (50%).

PHASE THREE

WORKSHOPS IN MICRO-TEACHING

PHASE THREE

Workshops in Micro-Teaching

Purpose

Under the 1970-71 Project FAST a group of eligible Title I teachers and administrators were trained in a number of behavior analysis and improvement techniques. Among these was the process of micro-teaching. The participants learned the mechanical skills of video-taping and the philosophy of micro-teaching. Because of limited time, however, the teachers did not have the opportunities to develop extensively the technique.

The same teachers will be given the opportunity in this year's project to further refine this skill using the Far West Laboratories "Effective Questioning Mini-Course." This micro-teaching course is a highly programmed course in the inquiry method for teachers. After only a short orientation to the materials the teachers go through the entire micro-teaching and critiquing process.

The course has four objectives, to;

1. change teacher behavior in order to increase pupil readiness to respond to discussion questions,

2. improve teacher skills so as to decrease the amount of teacher participation and increase the amount of pupil participation,

3. increase teacher use of probing techniques in order to guide the pupil to more complete and thoughtful responses, and

4. reduce teacher behavior that interferes with the flow of the discussion. The workshop will be a combination of after school workshops and work during the school day. A substitute teacher will be assigned to each school each day that taping is taking place. The substitute will take each teacher's class for an hour so the teacher can micro-teach.

   The ultimate aim of this phase is to train a group of Title I teachers in this questioning method that will lead to more creativity in the classrooms.

Procedures Used to Measure Attainment of Objectives

There were two micro-teaching workshops. One ended in April, 1972 and the other ended in August, 1972. Consequently, it would not be possible for many months to obtain data relative to the improvement of teachers and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information and feelings toward workshop content.

Ths instruments were sent to 20 teachers and paraprofessionals at the conclusion of their workshop training. The analysis and findings were based on these instruments.

Analysis and Findings of the Micro-Teaching Workshop

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

Personal Information

There were 12 of the 20 participants who completed and returned the instrument. The average number of teaching experience was 6.8 years and it ranged from three to 18. The average number of teachers in their school was 24 teachers and it ranged from 21 to 30.

Workshop Content

The participants were asked to indicate which skills did they use in their classroom. All the participants responded (100%) and the following is a summary:

Redirection	(3)
Refocusing	(3)
Promoting	(3)
Effective	(4)
Repeating	(3)
Independent skills	(4)

The participants were asked if they noticed any change in their pupils' behavior which they can attribute to the micro-teaching training. Seven (58%) of the respondents indicated that there was some change in their pupils' behavior. The following are some of their comments:

"Participation of individuals improved."

"Teacher and students are more relaxed and they look forward to 'talk' sessions."

"More pupils respond to questions."

"Their questions and answers have become more lengthy and of somewhat higher quality."

"They express themselves in sentences and their vocabulary is expanding."

The participants were asked to state any suggestions for improving pre-course orientation procedures to acquaint them with the Mini-course. Seven (58%) of the respondents indicated "No." The others indicated the following suggestions:

"More time should be alloted for manipulation of the VTR[1]."

"More time to digest the film contents would have helped."

"More orientation to the equipment to help you be more independent with it."

Most of the participants stated that they didn't have any suggestions for improving VTR and 16 mm training sessions, and they didn't encounter any unusual scheduling situations or problems.

The participants were asked to compare the Mini-course with other in-services experiences they have had. The following are some of their comments:

"More interesting and useful to classroom teaching."

"I have been involved in quite a number of in-service training experiences during my years as a Detroit teacher. I rate the Mini-course among the top three. I further state that no teacher should miss the opportunity to take the Mini-course."

"This is the only in-service training experience I have had with active pupil participation."

"The Mini-course was the best workshop I have had."

"This is a perfect in-service training for all teachers."

The evaluation of the overall value of the Mini-course training for their instructional purposes, and for their students was accorded "good" or "excellent" by 12 (100%) of the respondents. Some of their comments:

"The students' vocabulary is developing faster and they seem anxious to express themselves."

"There seems to be a larger number of pupils participating with pupils responding to each other."

The participants were asked to state what do they consider the major strength(s) or weakness(es) of the Mini-course training. The following are some of their comments:

---

[1]Video Tape Recorder.

Strengths

"Mini-course training was well organized."

"Gives the teacher a chance to develop techniques and skills that help the students as well as herself."

"Gives strength and confidence in teaching, and anticipation to use skills in the classroom."

Weaknesses

"Summer school is not a good time to be trained."

"Should have a follow-up conference with the consultant and all the participants."

"Time was too close together for teach and reteach."

Finally, the participants were asked to state any comments or criticisms. There was only one comment:

"Thank you for your patience, indulgence and consideration that made my training a pleasure."

Summary

The data from the questionnaire reveal the following:

1. The average number of years at their position was 6.8.
2. The average number of teachers in their school was 24.
3. The participants used practically all the skills in their classroom.
4. Fifty-eight percent of the participants noticed change in their pupils' behavior.
5. Most of the participants rated the workshop very high comparing it with other in-service workshops.
6. The overall value of the workshop for their instructional purposes and for their students was rated "good" or "excellent" by 12 (100%) of the participants.
7. The main strengths of the workshop were well organized and the development of new techniques by the teacher.

PHASE FOUR

TITLE I STAFF TRAINING IN SIMULATED AND PROBLEM SOLVING SITUATIONS

Part I - SRA Inner-City Classroom Kit

Part II - Research Utilizing Problem Solving Program

Part III - Instructional Development Institute Program

PHASE FOUR

Title I Staff Training in Simulated and Problem Solving Situations

Purpose

The present momentum of educational change appears to be irrevocable. Indeed, it is reasonable to expect that demands for change will be accelerated. The ever present and important question is whether that change will be in response to forces from the outside or whether it will be planned and programmatic due to sound educational insight and preparation. Unless educators are satisfied to do more than swim with the tide, we must be willing to become more involved in shaping the direction of future change.

The ultimate change must obviously occur in the individual classroom teacher. High sounding statements become platitudes if they lack the key support of teachers. It is ludicrous, however, and extremely wasteful of resources to spend great time and money on in-service programs for teachers if their principals are ignored.

Just as the teachers have the greatest contact with children the person with the greatest and closest exposure to the teacher is the school principal. In his role of frontline administrator, he stands in the best position to affect change in the ultimate behavior of the teacher and in the education of the urban child. Havighurst found that in inner-city schools the principal can make the greatest difference in whether learning is taking place. The quality of his work and the support he gives to innovative programs and teachers can have monumental effect.

This phase will reflect the current interest of the U.S. Office of Education in protocol and training materials particularly related to simulation and role playing, and problem and instructional solving processes.

Part I - SRA Inner-City Classroom Kit--Workshops #1 and #2

The teachers and paraprofessionals of the eligible schools will participate in a series of workshop sessions using such simulation programs as the SRA Inner-City Classroom Kit. The teachers will react to simulated situations, critique their performances and discuss possible alternative approaches to solving problems. The consultants will assist the identification of some possible alternatives.

Following their training, the teachers will conduct workshops in their buildings in simulation. The Title I teachers will work with the SRT Kit. Title I Teacher Aides will be included in the local workshops providing parent reaction to the simulated problems.

Part II - Research Utilizing Problem Solving Program (RUPS)

The participants working as teams from a school including administrators, teachers, and paraprofessionals will be trained in identifying and diagnosing classroom problems. They will also be assisted in designing action plans to resolve the problems.

Following their training the teachers will be able to apply guideline criteria for writing problem statements, to use techniques to increase communication effectiveness, to use force field analysis methods, to select, create, and use instruments for gathering data, to give and receive feedback, to apply guidelines for planning and implementing action, and to plan and conduct a project at their own school.

Part III - Instructional Development Institute Program (IDI)

The participants working in teams from a school including administrators, teachers, and paraprofessionals will be trained in initial skills and competencies in applying instructional systems to learning and teaching problems. The participants will learn through this multi-media program a systematic way of analyzing curriculum and instructional problems and of developing validated, practical solutions.

Following their training the participants working in teams will develop feasible plans for attacking a specific instructional problem in their own school. This team of participants will be able to take this program back into their own building for operation.

Procedures Used to Measure Attainment of Objectives

There were four workshops of Staff Training in Simulated and Problem Solving Situations. Two of the workshops were held during Spring, 1972, and two during the Summer, 1972. Consequently, it would not be possible for many months to obtain data relative to the improvement of administrators, teachers and finally students in accordance with the major objectives of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information, feelings toward workshop content and workshop procedures. A pre- and post-instrument was used with one of the workshops.

The instruments were administered to administrators, teachers and paraprofessionals who were present at the conclusion of their workshop training. The analysis and findings are based on these instruments.

Part I

Workshop #1

Analysis and Findings of the SRA Inner-City Classroom Kit

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

There were 21 of the 25 participants who completed the instrument at the last session. The instrument contained 12 statements, and the participants were asked to indicate their degree of agreement or disagreement. There were six responses for each statement ranging from "Agree Very Strongly" to "Disagree Very Strongly."

For purposes of data analysis, the rating categories were dichotomized so that 6, 5, and 4 representing positive ratings, whereas ratings of 3, 2, and 1 depicted negative ratings. The results are as follows:

1. Twenty-one (100%) of the participants agreed that the simulation exercises were well spaced throughout the workshop.

2. Eighteen (85%) of the participants agreed that each simulation exercise allowed for adequate time.

3. Nineteen (90%) of the participants disagreed that the procedures of the simulation exercises were complicated and confusing.

4. Twenty (95%) of the participants agreed that the simulation exercises challenged the individual without threatening him.

5. Twenty (95%) of the participants agreed that the simulation exercises provided an efficient way of learning.

6. Sixteen (76%) of the participants disagreed that the simulation exercises represented another "gimmick" in education.

7. Nineteen (90%) of the participants agreed that the simulation exercises provided insights not aware of before.

8. Twenty (95%) of the participants agreed that the ideas gained from the simulation exercises will be helpful to them.

9. Twenty-one (100%) of the participants disagreed that the simulation exercises were too complicated.

10. Nineteen (90%) of the participants agreed that the directions provided for the simulation exercises were clear.

11. Eleven (52%) of the participants agreed that time provided for the simulation exercises was adequate.

12. Twenty-one (100%) of the participants agreed that the experience of this workshop was worthwhile.

Finally, the participants were asked to comment or offer suggestions for future use of the simulation exercises. The following are some of their comments:

"Very enlightening. Helped us to see ourselves."

"Wished we could use some of the materials in our staff workshop."

"Please expand it to more workshops in order to cover all the exercises."

"It was excellent. We should have gone through the entire set of simulation exercises."

Summary

The data from the questionnaire reveal the following:

1. In the 11 statements an average of 92% of the participants agreed or disagreed depending on the statement in favor of the workshop.

2. In only one statement about adequacy of time that the participants were evenly split. Half of them felt that more time was needed to cover all the simulation exercises.

Workshop #2

Analysis and Findings of the SRA Inner-City Classroom Kit

Based on the rationale underlying the program as indicated previously and the procedures used to measure the attainment of its objectives, the analysis and findings of the data are presented below.

There were 18 of the 25 participants who completed the instrument at the last session. The instrument contained ten statements to which the participants were asked to indicate their degree of agreement or disagreement. There were six responses for each statement ranging from "Agree Very Strongly" to "Disagree Very Strongly."

For purposes of data analysis, the rating categories were dichotomized so that 6, 5, and 4 representing positive ratings, whereas ratings of 2, 3, and 1 depicted negative ratings. The results are as follows:

1. Eighteen (100%) of the participants agreed that the simulation incidents were well spaced throughout the workshop.

2. Eighteen (100%) of the participants agreed that the time allowed for discussion of each concept was adequate.

3. Sixteen (89%) of the participants disagreed that the proeceures of the simulation incidents were complicated and confusing.

4. Sixteen (89%) of the participants agreed that the simulation incidents challenged the individual participant without threatening him.

5. Sixteen (89%) of the participants disagreed that the simulation incidents represented another "gimmick" in education.

6. Fifteen (83%) of the participants agreed that the simulation incidents provided an efficient way of learning.

7. Twelve (67%) of the participants agreed that the simulation incidents provided insights not aware of before.

8. Sixteen (89%) of the participants agreed that the ideas gained from the simulation incidents will be useful to them.

9. Sixteen (89%) of the participants disagreed that the simulation incidents took too much time.

10. Fourteen (78%) of the participants disagreed that the simulation incidents were too complicated.

The evaluation of the overall value of the workshop was accorded "good" or "excellent" by 18 (100%) of the participants. The following are some of their comments:

> "Enjoyed the workshop immensly and learned a lot about discipline techniques."
>
> "I would like to attend another workshop similar to this."
>
> "It was very helpful, and I feel I can go back to my school and be of more service to my children."
>
> "I wished it would have been longer. This helps the teacher see that the total child must be taken into consideration and that there are certain values and criteria she must have before reacting to a child's behavior."

Sixteen (89%) of the participants indicated that they would use something new in their school that was suggested by the workshop. The following are some of their comments:

> "How to handle different problems, and I gained confidence of my own methods of dealing with discipline problems."

"More use of sociometric data and background information of my students."

The participants were asked to state what aspects of the workshop did they feel was of most value. Twelve (67%) of the participants responded. The following are some of their comments:

Discipline phase (8)
Advice of new teachers (5)
Exchange of ideas in groups (4)
Films and student records (9)

Finally, the participants were asked to indicate strengths, weaknesses, and suggestions for improvements. The following is a summary of their comments:

Strengths

Good materials and good leaders

Presentation and analysis of problems

Provided an efficient way of learning--an informal non-threatening atmosphere

Weaknesses

Time allowed was too short. It could be expanded to two more Saturdays.

Suggestions for Improvement

It should be at least three Saturdays to cover all the materials.

Summary

The data from the questionnaire reveal the following:

1. In the 10 statements an average of 87% of the participants agreed or disagreed depending on the statement in favor of the workshop.
2. Eighteen (100%) of the participants rated the overall value of the workshop as "good" or "excellent."
3. Sixteen (89%) of the participants indicated that they would use something new in their schools.
4. Good leaders, materials and non-threatening atmosphere were the strengths of the workshop.
5. Time allowed was the only weakness.

6. Expand the workshop to three Saturdays was the suggestion for improvement.

Pre/Post-Workshop Instrument

In the process of conceptualizing the SRA Inner-City Workshop Kit, it was determined that individualizing the attitude and feelings of each participant about "simulation exercises" was desirable. A pre-workshop instrument, which could be useful in identifying the attitude and feelings toward certain concepts and ideas about simulation exercises was constructed. The instrument, built on a seven-point scale, included eight words describing the simulation exercise

The instrument was filled out on the first day of the workshop as each participant perceived his feelings and attitudes. During the final session the participants were again asked to indicate the then present feelings and attitudes on the same instrument as used at the beginning workshop session. Table 10 is a tabulation of the total pre-test score for each participant, total change for each participant, total post-test score for each participant, and the group mean for the beginning, change, and total score. A t-test of significance was applied to the difference between the pre- and post-instrument results. The difference was significant at the .01 level.

In summary, the data from the pre-workshop/post-workshop instrument reveal the following:

1. There was a statistically significant change for the workshop participants.

2. One of the participants rated the instrument so high in the pre-test that there "was no room for improvement."

Table 10

Total Change for Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

	Pre-test	Post-test	Change
	32	56	24
	32	46	14
	32	45	13
	40	53	13
	49	53	-2
	32	42	10
	40	52	12
	44	50	6
	24	45	21
Total	325	436	111
	$\bar{X}$ = 36.1	$\bar{X}$ = 48.4	$\bar{X}$ = 12.3

t = 3.9
df = 8
p = < .01

Part II

Analysis and Findings of the Research Problem Solving Program

Based on the rationale underlying the evaluation of the program as indicated previously and the procedures used to measure the attainment of its objecgives, the analysis of the data and findings are presented below.

There were 35 of the 40 participants who completed the instrument at the last session. The instrument was divided into five areas: (1) personal information; (2) training procedures, materials, and exercises; (3) value of the training for educators; (4) your trainer and your readiness to serve as a trainer in this program; and (5) general information. The participants were asked to think about their own position and feelings regarding the program. Then, they were asked to reply to the questions as they applied to them and how they felt about the program.

For purposes of data analysis the rating scale was dichotomized so that 9, 8, 7, and 6 representing positive ratings, whereas ratings of 5, 4, 3, 2, and 1 depicted negative ratings. The results are as follows:

Personal Information

1. There were 14 male and 21 female representatives.

   a. Twenty-one were elementary teachers
   b. Six were elementary administrators
   c. Six were paraprofessionals
   d. Two were central administrators

2. The average of total years of professional experience was 11.1

3. The average of total number of staff was 42.

4. The average number of workshops being involved as a participant the last two years was nine.

5. The average number of FAST workshops previously involved was 3.8. Twenty-three of the participants indicated that this was their first FAST workshop.

Training Procedures, Materials, and Exercixes

1. Thirty-two (91%) of the participants indicated that the procedures, materials, and exercises offered them new ways of viewing the problems.

2. Thirty-four (97%) of the participants indicated that the procedures, materials, and exercises spoke to important educational concerns.

3. Thirty-three (94%) of the participants indicated that the procedures, materials, and exercises were clear and understandable.

4. Thirty-three (94%) of the participants indicated that the procedures, materials, and exercises offered ideas, skills, and methods that can be used under existing conditions "back home."

5. Thirty-four (97%) of the participants indicated that the procedures, materials, and exercises were "Very Helpful."

6. Thirty-two (91%) of the participants indicated that the procedures, materials, and exercises retained their interests.

7. Thirty-one (89%) of the participants indicated that this workshop had a well designed training model.

8. Twenty-four (68%) of the participants indicated that there was adequate time to practice the skills.

Value of the Training for Educators

1. Thirty-two (91%) of the participants rated this workshop "Very high" in terms of its potential for instructional improvements.

2. Thirty-four (97%) of the participants rated the workshop "Very high" compared to other professional educational courses they have taken.

3. Thirty-three (94%) of the participants rated the workshop "Very high" compared to non-educational college courses they have taken.

4. Thirty-five (100%) of the participants rated the workshop "Extremely worthwhile" in terms of total learning experience for them personally.

Your Trainer and Your Readiness To Be One

1. Thirty-five (100%) of the participants rated their trainer "Very helpful" in terms of assisting them to achieve the training objectives.

2. Twenty-seven (77%) of the participants rated their readiness "Very high" to serve as a trainer in this program.

General Information

Thirty-five (100%) of the participants rated the overall value of the workshop as "good" or "excellent." The following are some of their comments:

> "Excellent oppo unity for interaction, and sharing of ideas to be used in solving problems in my own school situations."
>
> "I feel this workshop definitely improved my communication skills not only with other staff members but also my students."

Thirty-five (100%) of the participants indicated that they would try something new with their staff that was suggested by the workshop. The following is a summary of their comments:

> Teamwork in solving problems (8)
> Paraphrasing techniques (5)
> Forced Field Analysis (17)
> RUPS--Way of solving problems (12)
> Communication skills (7)
> SRA tools (6)

Finally, the participants were asked to state strengths, weaknesses, and suggestio for improvement. The following comments is a summary:

Strengths

Involvement of workshop participants (8)
Well prepared and helpful consultants (29)
Excellent materials (25)
Well organized workshop (15)

Weaknesses

Too much time for some parts of the workshop (19)

More time was needed for the total workshop (13)

Inability of the sextet to use time allotment effectively some of the time (9)

Improvements

More time is needed in order to cover all skills thoroughly

More time is needed for the "home team" to complete RUPS process together on the building problem

Trios should be changed at some point during the workshop

This should be done with the whole teaching staff

This workshop should include administrative teams from each school including principal, assistant principal, curriculum leader, staff coordinator, and president of the community council.

Part III

Analysis and Findings of the Instructional Development Institute Program

Based on the rationale underlying the evaluation of the program as indicated previously and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

There were 39 of the 45 participants who completed the instrument at the last session. The instrument was divided into five areas: (1) personal information; (2) training procedures, materials, and exercises; (3) value of the training for educators; (4) your trainer and your readiness to serve as a trainer in this program; and (5) general information. The participants were then asked to think about their own position and feelings regarding the program. Then, they were asked to reply to the questions as they applied to them and how they felt about the program.

For purposes of data analysis the rating scale was dichotomized so that 9, 8, 7, and 6 representing positive ratings, whereas ratings of 5, 4, 3, 2, and 1 depicted negative ratings. The results are as follows:

Personal Information

1. There were 19 male and 20 female representatives.

   a. Twenty-five were elementary teachers
   b. Nine were elementary administrators
   c. Four were paraprofessionals
   d. One was a central administrator

2. The average of total years of professional experience was 12.

3. The average of total number of staff was 30.

4. The average number of workshops being involved as a participant the last two years was 6.5.

5. The average number of FAST workshops previously involved was two. Nineteen of the participants indicated that this was their first FAST workshop.

Training Procedures, Materials, and Exercises

1. Thirty-six (93%) of the participants indicated that the training procedures, materials, and exercises offered them new ways of viewing the problems.

2. Thirty-seven (95%) of the participants indicated that the procedures, materials, and exercises spoke to important educational concerns.

3. Thirty-four (87%) of the participants indicated that the procedures, materials, and exercises were clear and understandable.

4. Thirty-six (93%) of the participants indicated that the procedures, materials, and exercises offered ideas, skills, and methods that can be used under existing conditions "back home."

5. Thirty-six (93%) of the participants indicated that the procedures, materials, and exercises were "Very Helpful."

6. Thirty-nine (100%) of the participants indicated that the procedures, materials, and exercises retained their interest.

7. Thirty-eight (98%) of the participants indicated that this workshop had a well designed training model.

8. Thirty (77%) of the participants indicated that there was adequate time to practice the skills.

Value of the Training for Education

1. Thirty-five (89%) of the participants rated this workshop "Very High" in terms of its potential for instructional improvement.

2. Thirty-eight (98%) of the participants rated the workshop "Very High" compared to other professional educational courses they have taken.

3. Thirty-eight (98%) of the participants rated the workshop "Very High" compared to non-educational courses they have taken.

4. Thirty-eight (98%) of the participants rated the workshop "Extremely Worthwhile" in terms of total learning experience for them personally.

Your Trainer and Your Readiness To Be One

1. Thrity-eight (98%) of the participants rated their consultants "Very Helpful" in terms of assisting them to achieve training objectives.

2. Thirty (77%) of the participants rated their readiness "Very High" to serve as a consultant in this program.

3. Thirty-eight (98%) of the participants rated their consultants "Very" competent in terms of their competence as consultants in this program.

General Information

Thirty-eight (98%) of the participants rated the overall value of the workshop as "good" or "excellent." The following are some of their comments:

> "Very valuable to me as an administrator in helping me help my teachers plan effectively to implement their instructional program."
>
> "A new learning experience worth sharing with other teachers and paraprofessionals."
>
> "Very informative, pleasant, fast moving, and varied."
>
> "Much more relevant and interesting than most workshops."
>
> "I have never seen such a highly structured but entertaining workshop."
>
> "Workshop was exciting--open new channels of approaching problem solving. Brought much awareness to us about motivation of teachers and students. The value of this workshop is terrific. Every educator should, at least, be exposed to this kind of problem solving."

Thirty-eight (98%) of the participants indicated that they would try something new with their staff that was suggested by the workshop. The following are some of their comments:

"A systematic approach to solving our immediate problems."
"Adopt the IDI model to suit our needs."
"Writing Terminal Behavioral Objectives to meet the needs of all our students."

Finally, the participants were asked to indicate the strengths, weaknesses, and suggestions for improvement of the workshop.

Strengths

Highly organized and structured (27)
Excellent consultants (30)
Wide variety of A-V materials (23)
The location (10)

Weaknesses

"The film that showed radical change from nice neighborhood to slum neighborhood it should be re-edited before showing it again."

More time is needed (25)

Paraprofessionals had trouble--It was too fast moving (5)

Too much material was thrust at the learner in too short a period of time (18)

Suggestions for Improvement

Extend the workshop to two weeks with shorter daily hours.

Possibly a total staff of a school could be involved in an IDI Program to serve as a "model school"

PHASE FIVE

BLACK STUDIES AND MATERIALS DEVELOPMENT WORKSHOP

PHASE FIVE

Black Studies and Materials Development Workshop

Purpose

One of the purposes of reducing class size in primary units is to provide the climate and opportunities in which the teachers and paraprofessionals can change their teaching styles. Smaller numbers of children should encourage innovation for the improvement of the instructional program in these classes with reduced class size.

An important part of this improvement program is the creation of new motivational materials. The purpose of this phase is to offer training to the reduced class size teachers and teacher aides in the formulation, construction and utilization of motivational materials for the improvement of the instructional program in classes with reduced class size.

Teams of teachers and teacher aides will be invited to participate in workshops at the Title I Curriculum Laboratory. They will be trained in the use of the equipment in the laboratory and assisted in designing, constructing, and utilizing motivational materials.

This workshop will:

1. sensitize participants to the need for new information and techniques in teaching Black Studies in total curriculum setting of elementary schools,

2. provide subject matter material to the teachers so that their intellectual understanding of this subject will be increased, and,

3. offer opportunities for participants to use the Curriculum Laboratory to produce teaching materials that can be utilized in the classrooms.

Following their training the participants will have an increased knowledge of Black Studies, better skills at teaching the material, and some materials they have cooperatively developed.

Procedures Used to Measure Attainment of Objectives

The Black Studies Workshop ended in August, 1972. Consequently, it would not be possible for many months to obtain data relative to the improvement of administrators, teachers, and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information, feelings toward workshop content and workshop procedures. A pre- and post-check list was used with all the participants.

The instruments were administered to teachers who were present at the conclusion of their workshop training. The analysis and findings were based on these instruments.

Analysis and Findings of the Black Studies Workshop

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

Pre-Worskhop/Post-Workshop Check List

In the process of conceptualizing the Black Studies Program, it was determined that individualizing the experience for each participant was desirable. A pre-workshop check list which could be useful in identifying the level of entry competence for each participant was constructed. The check list, built with a seven-point scale, included a series of skills and areas of knowledge identified as part of the Black Studies Program.

The instrument was filled out on the first morning of the workshop as each participant perceived his competencies. During the final session, 29 of the participants were again asked to indicate the then present level of competence on the same check list as used at the beginning of the workshop session. As a result, it was measured the amount of change as perceived by the participant which had taken place during the session. Table 11 is a tabulation of the total pre-test score for each participant, total change for each participant, total post-test score for each participant, and the group mean for the beginning, change, and total score. A t-test of significance was applied to the difference between the mean of the pre- and post-check list results. The difference was significant at .001 level.

In the final check-list the participants were asked four additional questions. The results are as follows:

1. Twenty-nine (100%) of the participants rated the value of the textbooks used as "good" or "excellent."

2. Twenty-nine (100%) of the participants rated the value of the handout papers as "good" or "excellent."

3. Twenty-seven (93%) of the participants rated the value of the Haley's tape as "good" or "excellent."

4. Twenty-nine (100%) of the participants rated the Curriculum Laboratory visit as "good" or "excellent."

In summary, the data from the pre/post workshop check-list reveal the following results:

1. There was a statistically significant change for the workshop participants.

2. Twenty-eight (93%) of the participants rated the value of text-books, handout papers, Haley's tape, and the Curriculum Lanoratory visit as "good" or "excellent."

Table 11

Total Change for Each Participant and the Group Mean for the Pre-Test, Post-Test and Final Total Score

	Pre-test	Post-test	Change
	30	46	16
	23	42	19
	20	56	36
	25	56	31
	24	49	25
	15	39	24
	7	56	49
	8	56	48
	12	42	30
	15	47	32
	18	44	26
	30	42	12
	27	51	24
	29	42	13
	17	39	22
	9	40	31
	14	42	28
	18	52	34
	17	50	33
	10	53	43
	32	50	18
	32	34	2
	14	52	38
	27	56	29
	22	40	18
	19	52	33
	15	47	32
	22	56	34
	40	42	2
Total	591	1373	782
	$\bar{X}$ = 20.4	$\bar{X}$ = 47.3	$\bar{X}$ = 27.0

t = 13.6
df = 28
p =<.001

Personal Information

There were 36 of the 40 participants who completed the instrument at the last session of the workshop. The average number of teaching years experience was 9.8, and the average number of teachers in their school was 24.

Workshop Content

The evaluation of the overall value of the workshop for their instructional purpose was accorded "good" or "excellent" by 36 (100%) of the participants. The following are some of their comments:

> "Excellent workshop. The best I have ever taken. All teachers should be required to take."
>
> "I have received more information that will be directly related to my teaching goals than any other I have attended."
>
> "It's the best thing that ever happened to me. I needed this workshop to help me get started in my classroom."
>
> "Every aspect of the workshop was super, including the consultants."

The evaluation of the overall value of the workshop for their students was rated as "good" and "excellent" by 36 (100%) of the participants. The following are some of their comments:

> "Projects, information, and lectures have provided me with a new insight of how to help my students."
>
> "Information received could be applied to any grade level."

The participants were asked to indicate what aspects of the Black Studies were of most value. The following is a summary of their comments:

> Historical background (16)
> Teacher-made materials (15)
> Everything (10)
> Consultants (8)

The participants were asked to cite example(s) of how their training could have a direct impact on student learning in their instructional program. The following is a summary of their comments:

> More knowledgeable about Black experience (10)
> Use arts and crafts in the classroom (9)
> Use a unit on Africa (7)

The participants were asked to indicate what aspects of the Black Studies Workshop did they plan to utilize in the ensuing school year 1972-73. The following is a summary of their comments:

Everything (12)
Historical information (15)
Teacher-made materials (13)

The participants were asked to compare this workshop with other in-service training workshops. The following is a summary:

"The most worthwhile workshop I have attended...The experience is head and shoulders above...surpresses any of the others...by far this is the best...this one was super. .excelled in most ways...more relaxing and more informative...It's the best..."

The participants were asked if they would recommend the Black Studies Workshop to their best friend in teaching. Thirty-six (100%) indicated that they would recommend it.

Workshop Procedures

For purposes of data analysis, the rating categories were dichotomized so that "not at all" and "very little" representing negative ratings, whereas ratings of "some" and "much" depicted positive ratings.

a. Had clearly defined objectives (92%)

b. Provided adequate times to achieve its objectives (95%)

c. Allowed adequate opportunity for participation by its members (92%)

d. Selected appropriate participants who could benefit from and implement workshop ideas (97%)

e. Provided effective leadership (97%)

f. Selected appropriate and effective consultants (97%)

Finally, the participants were asked to indicate the strengths and weaknesses, and to give suggestions for improving the workshop procedures. The following is a summary of the participants' responses:

Strengths

Consultant and resource speakers (21)
Excelled in all areas (7)
Excellent facility (6)
Art projects (11)
Participants (8)

Weaknesses

More time is needed (15)

Suggestions for Improvement

More time is needed (11)
Have Phase II of the workshop (9)

Summary

1. Average number of teaching years experience was 9.8.

2. Average number of teachers in their school was 24.

3. The overall value of the workshop for their instructional purposes was rated "good" or "excellent" by 36 (100%) of the participants.

4. The overall value of the workshop for their students was rated as "good" or "excellent" by 36 (100%) of the participants.

5. The two aspects of the workshop of most value were historical background and teacher-made materials.

6. Ninety-two percent of the participants indicated that the workshop had clearly defined objectives.

7. Ninety-five percent of the participants indicated that the workshop provided adequate time to achieve its objectives.

8. Ninety-two percent of the participants indicated that the workshop allowed adequate opportunity for participation by its members.

9. Ninety-seven percent of the participants indicated that the participants selected were appropriate and they could benefit from and implement workshop ideas.

10. Ninety-seven percent of the participants indicated that effective leadership was provided.

11. Ninety-seven percent of the participants indicated that appropriate and effective consultants were selected.

12. The main strengths of the workshop were the consultants and the construction of art projects.

13. "More time needed" was stated as the main weakness.

PHASE SIX

STAFF TRAINING FOR SELECTED TITLE I COMPONENTS

PHASE SIX

Staff Training for Selected Title I Components

Purpose

Opportunities for staff training not otherwise provided will be offered to Title I personnel directly involved in the following Title I components and activities: School Community Agents; Elementary Staff Coordinators; Developmental Career Guidance; Pre-School Child and Parent Education; and the Junior High Work Training Program.

Each of the components listed above is attempting in various ways to raise the achievement levels of the children whom they serve. The Teacher Education Department through Project FAST will assist in this process by inviting personnel from these Title I components to design and implement in-service training programs focused on the examination of their role in serving the most eligible Title I children and the development and implementation of strategies which will strengther their effectiveness in achieving the objectives of their Title I program. The participating Title I components will have flexibility in identifying critical problems in their programs and planning improvement strategies, but the general focus of all of the in-service programs will be on ways to strengthen their effectiveness in serving children in these Title I schools who are in most need of their services.

Procedures Used to Measure Attainment of Objectives

The Staff Training for Selected Title I Components took place during 1971-72 school year. It would not be possible to obtain data relative to the improvement of staff members, students and others in accordance with the major objectives of the project

It was decided that the emphasis of the evaluation of the different components would be upon an assessment by the participants of their workshop experience in an interview with the person responsible of each component. The analysis and findings were based on the reports submitted to the evaluator.

Analysis and Findings of Staff Training for Selected Title I Components

There were six different components involved in this phase. The number after each workshop denotes the number of participants in each workshop. There were 328 participants. These workshops were as follows:

a. Methods of Developing Self-Concept of Inner-City Youth (66)
b. Jr. High Work Training Program (103)
c. Medical Careers Club Sponsors Workshop (23)
d. In-Service Training Workshop--Elementary Staff Coordinators (39)
e. School Community Agents Workshop (52)
f. School Community Agents' Secretaries Workshop (45)

The above mentioned workshops were one or two days workshops. The reports received on these workshops indicated that all of them were very successful in meeting their objectives.

PHASE SEVEN

GOAL SETTING IN THE CLASSROOM: AN INDIVIDUAL OR SMALL GROUP APPROACH

PHASE SEVEN

Goal Setting in the Classroom: An Individual or Small Group Approach

Purpose

Individual Title I teachers or a small task force of teachers at an eligible Title I school will be invited to initiate behaviorally planned instructional projects that attack basic problems affecting student achievement in their school. Through the identification of teaching and learning problems, teachers will establish goals designed to raise the achievement levels of the children in their Title I classroom. For example, a team of primary unit teachers in a Title I reduced class size school might want to cooperatively develop a sequential set of behavioral objectives in reading, beginning with the point of transition from the kindergarten and progressing to entry into grade 3. These teachers would then have an operational plan that would help to facilitate individualized instruction and more innovative use of materials and techniques.

Each eligible school will be given the opportunity to plan its local workshop.

Procedures Used to Measure Attainment of Objectives

The Goal Setting in the Classroom Workshops ended in June, 1972. Consequently, it would not be possible for many months to obtain data relative to the improvement of teachers and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed by each workshop director for the purpose of obtaining from the participants information, feelings toward workshop content and workshop procedures.

Analysis and Findings of the Goal Setting in the Classroom Workshops

Workshop #1

Writing Prescriptions and Mastery Tests in Language Arts and Math for Sequenced Objectives

There were 27 teachers, paraprofessionals, and community people who were charged with the task of writing minimal goals for grades 1-3 and develop behavioral objectives, prescriptions, and test for these goals.

The participants used all available materials and instructional guides pertaining to grades 1-3 to write minimal goals for these grades as well as objectives. The

participants produced hectographed lessons, prescriptions and tests to be for individualized instruction, and an incomplete list of minimal goals to be used by teachers as a guide for developing their own goals.

All the participants rated the workshop as "good" or "excellent."

Workshop #2

Material Development Workshop--Hawaiian Studies

There were 35 teachers, paraprofessionals, students, and parents involved in this workshop. The purpose of the workshop was to develop skills in teacher-parent interaction by cooperative projects designed with an emphasis on the science and music content to develop materials and activities appropriate for use in K-P2 classrooms.

At the last session the participants were asked to rate each statement on the instrument in terms of the goals of this in-service training. Twenty-five (100%) of the participants responded as follows:

1. The goals and objectives of this workshop were achieved.

2. Their knowledge of this subject has been broadened and enhanced as a result of this workshop.

3. This workshop has provided an acceptable model for implementation in our school.

4. The format of this workshop has provided for interaction among participants.

5. The consultants' contributions were relevant.

Finally, the participants were asked to rate the workshop in their own words. The following are some of their comments:

> "I enjoyed taking part in this workshop. I learned a lot about Hawaii and its people. I like the idea of teachers and parents working together, and most of all I think the children are enjoying it too."
>
> "This was the best workshop I have attended and the most useful."
>
> "The workshop was very interesting--well organized--well developed, and well presented."

Workshop #3

Primary Unit Workshop

There were 14 teachers and paraprofessionals involved in this workshop. The primary purpose of this workshop was to construct instructional materials for the primary unit, and become more familiar with the new techniques and methods.

The participants used the Curriculum Laboratory and the Instructional Media Center in their school to construct instructional materials. The director of the workshop was responsible in familiarizing the participants with new techniques and methods.

According to the final report, the participants found the workshop very worthwhile, and they recommended for more similar workshops in the future.

PHASE EIGHT

PRE-SCHOOL IN-SERVICE TRAINING

PHASE EIGHT

Pre-School In-Service Training

Purpose

This program will provide in-service training to pre-school teachers, aides and kindergarten teachers throughout the school year. The training will be focused on facilitating the use of new educational materials and the implementation of the new instructional system that was developed under the Pre-School Title I Training Project conducted in the Spring of 1971.

In order to break from the stereotype lecture presentation method and carry out an innovative multi-media in-service education program, some of the following activities will be carried out: the development of mini-kits focused on specific classroc methods; room environment; specific activities; and introductions to new materials and activities.

Objectives of the Workshop

The Kindergarten Summer Task Force was organized to deal responsively to the identified needs of pupils, teachers, and paraprofessionals involved in the first year's Preschool Kindergarten Curriculum Thrust. Consequently, the following objectives evolved as focal points for the six-week in-service program.

1. Participants will examine existing curriculum strand objective as specified in the Edcodyne manual.

2. Participants will examine other existing preschool-kindergarten curriculum objectives currently being used in local schools, regions, and projects.

3. Participants will develop a hierarchy of skill expectations and objectives for pupils entering kindergarten without prior preschool experience. A corresponding time line for mastery will be developed also.

4. Participants will develop a hierarchy of skill expectations, measurable objectives and corresponding time line for pupils entering kindergarten with previous preschool experience.

5. Participants will design a plan of action for implementing parent orientation skill expectations in every Kindergarten Curriculum Thrust classroom.

6. Participants will develop assessment tasks corresponding to specified objectives for pupils. (Piaget)

7. Teacher and paraprofessional teams will research and develop a classroom related practice kit of activities for parents and children.

8. Teacher/paraprofessional teams will create supplementary activities related to specific objectives in Kindergarten Curriculum Thrust.

9. Teacher/paraprofessional teams will develop teaching/learning materials to enhance curriculum kits.

10. Participants will revise and condense individual and class profiles for more efficient record keeping.

Procedures Used to Measure Attainment of Objectives

The Pre-School In-Service Training Workshop ended in August, 1972. Consequently, it would not be possible for many months to obtain data relative to the improvement of teachers and finally students in accordance with the major objective of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the end product and the perception of the workshop by the curricular leaders and the participants.

Analysis and Findings of the Pre-School In-Service Training[1]

The 18 participants were grouped into five teams for intensive work sessions. Team Leaders had prime responsibility for facilitating group efforts. Management schedules were developed and followed to assure the completion of all tasks as stated in the summer proposal. All team leaders worked daily from 8:30 a.m. to 3:00 p.m., whereas team members served as classroom teachers during the a.m. in their respective schools and joined the task force for afternoon sessions. This structure afforded us the opportunity to work with pre-kindergarten pupils and parents in gathering empirical data for material revision and development by the five teams.

The end product includes the following packages:

1. A revised and condensed record keeping system for individual and class progress.

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[1]More data will be included in the Evaluation of the Preschool (Head Start) Program, 1971-72, Detroit Public Schools.

2. A mini-kit based on hierarchy of objectives for parent participation in the reinforcement of skills taught in the classroom. These were field-tested and parents responded most enthusiastically to this kit.

3. Skill expectations were developed for pupils entering kindergarten with and without preschool experiences. These include objectives on self-concept, socialization as well as the science-math strand. A flexible time line is being suggested for pupil mastery.

4. Supplementary activities were developed that relate to specific objectives in the kindergarten curriculum thrust. These activities include language readiness, art, games, activities for cassettes and listening posts, literature, and music. Some activities were geared for group and individual tasks.

5. Competency measures were developed to correspond with Early Childhood Curriculum Sets (numbers, space, measurement, classification, and seriation).

6. An implementation package has been developed to involve all participating personnel (teachers, paraprofessionals and administrators). This workshop is to be held early in September to assure maximum use of materials during this second year of implementation.

The concept of articulation undergirded all operations during the summer. Opportunity was provided to share and receive ideas from preschool teachers involved in the summer program.

The two curricular leaders charged with directing the in-service program feel that much was accomplished in the areas of group dynamics and increased commitment to the concept of preschool-kindergarten articulation. Individual and team perception reports are available as well as rough drafts of all materials that were developed.

RECOMMENDATIONS

On the basis of the general conclusions drawn from the data of the eight phases of this evaluation, and the evaluator's observations, the following recommendations are made:

1. Efforts should be made to explore the possibility to offer future workshops for university credit with the Board paying their tuition. It was indicated by some teachers that they preferred the credit to the stipend.

2. Time allotments for workshop should be reappraised to consider whether objectives can be reasonably met in the given period of time. The administrators and the teachers indicate that there was "not enough time."

3. Follow-up workshops should be provided during the school year for those teachers who need some additional training on some of the skills covered in the workshop.

4. Efforts should be made to expand the "Micro-Teaching Workshop" in order to train more teachers and paraprofessionals. Also, efforts should be made to find a school and use it as a "model" for 'Micro-Teaching.'

5. An attempt should be made to bring back, for a workshop or two, participants of each phase in order to fine out what aspects of their training are they using this year, and the problems they encountered in their schools.

6. A follow-up study should be made of the participants who participated in the FAST Workshops during the 1970-71 school year to find out what aspects of their training are they using or what aspects should be emphasized more in the workshop.

7. Efforts should be made to involve the total staff of a school in an Instructional Development Institute Program and/or RUPS Program and if possible could serve as a "model school."

8. Efforts should be made to expand the "Simulated Problem Program" in order to involve more teachers and paraprofessionals. All of the simulation exercises should be covered.

9. An attempt should be made to offer workshops without pay for teachers and paraprofessionals who will be interested to broaden their knowledge if they are not included in the regular scheduled workshops.

10. Due to the high technical level of certain components of the project which require certain levels of skills, only paraprofessionals who are highly recommended should be accepted.

11. Efforts should be made to involve school administrators in all the phases of the project. It is extremely wasteful of resources to spend great time and money on in-service programs for teachers and paraprofessionals if their administrators are completely ignored. It is the purpose of this recommendation to provide the administrators with an awareness of the new programs, and with some techniques that will enable them to adapt to a continuously changing educational and social environment. Such an involvement is obviously crucial if the teachers and paraprofessionals are to make best advantage of the training they are receiving.

CONCLUSION

On the basis of the procedures used to evaluate the effectiveness of the Project FAST Workshops in terms of the assessment by the participants of the various aspects of their workshop training, the findings showed that the workshops were quite successful. The evaluator strongly recommends that the program should be continued and attempts should be made to expand it to train more teachers.